

Childminder report

Inspection date: 11 March 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive happily and settle immediately into this highly stimulating and caring play environment. Older children show an extremely mature attitude towards others. They spontaneously greet other children as they arrive and politely share fruit and tongs round at snack time. Children's behaviour is exemplary. They play exceptionally well together in all activities. Children are remarkably knowledgeable about being healthy. They confidently follow the childminder's meticulous hygiene routines, exercise frequently and understand the different types of fruit and vegetables they need for good health. Children enjoy unmistakably good relationships with the adults who care for them and with each other. The childminder, her assistant and her co-childminder know the children incredibly well. Together, they create an exceptionally motivating play environment where children are constantly willing to try new experiences. Children can easily identify and choose resources and activities and they competently follow routines. They support each other unquestionably well in their play. The older children instinctively help toddlers to master new skills, such as kicking a ball. The childminder has high expectations for all children. She knows exactly what they need to learn next and painstakingly monitors their progress. She revisits activities regularly to continually reinforce children's learning. Children rapidly develop the independence, confidence and motivation they need to succeed in their future lives.

What does the early years setting do well and what does it need to do better?

- The childminder continually reflects on her practice. She works tremendously well with her co-childminder, her assistant and parents to provide children with seamless care and learning. The childminder uses a wide variety of training and networking opportunities to constantly develop her skills, her assistant's knowledge and the curriculum. She has used training particularly well to help children make rapid gains in their communication, language and early literacy development. Parents are actively involved in their children's learning and feel, along with their children, very excited about choosing books to read and discuss at home.
- The childminder's interactions with children are outstanding. She asks excellent questions that encourage children to think. Children are highly confident in answering her, for example, as she asks who they should contact in an emergency. Building on previous role-play experiences, they are quick to explain that if someone was hurt they would need to call '999'. They elaborate by saying that they would need to tell the operator their name, address and what has happened.
- The childminder encourages children's personal skills exceedingly well. All children are extremely respectful of each other and learn about diversity in a very inclusive and natural way. The childminder continually helps children to

manage any difficulties they encounter in their play and to try to do things independently or ask for help. She offers endless praise and encouragement for their efforts. Older children show a very mature ability to solve problems, for instance, as they work out whether bread sticks have been shared out fairly at snack time. Toddlers work out how to let go of a ball on guttering so that it will successfully roll to the ground.

- The childminder provides excellent opportunities for children to become highly curious about the world around them. Older children squeal with delight as they pick carrots for lunch and laugh at the different shapes and sizes. Toddlers who have just learned to walk, show unmistakable excitement as they chase small bubbles around the garden. They repeatedly laugh and call out words such as 'bubbles' and 'pop' as they reach out to catch them. The childminder constantly introduces new words and sounds to further encourage children's language abilities.
- The childminder provides children with a wealth of books, stories, songs and rhymes to encourage their language and literacy development. Children become engrossed as they choose picture cards for their favourite songs. They hold up their song cards and inquisitively ask questions, such as 'What is a bobbin?'. The childminder immediately fetches some bobbins, and children become fascinated as she skilfully explains what these are used for.
- Children discuss mathematical concepts, such as how old they and their siblings are and who would be 'bigger' or 'smaller'. They use simple subtraction as they sing songs and competently count back from 10 before going on an Easter egg hunt.

Safeguarding

The arrangements for safeguarding are effective.

The childminder, her co-childminder and her assistant complete regular safeguarding training updates to keep their knowledge current and to create an excellent culture of vigilance. The childminder has an extremely good understanding of child protection matters. She knows how to recognise a child who may be at risk of harm or neglect and how to refer her concerns to the correct agencies. She completes thorough risk assessments and supervises children closely as they explore and play. Children show a remarkable understanding of personal safety for their ages. For example, they competently wipe down wet outdoor apparatus and move a see-saw to open grass where they know it is safe to use.

Setting details

Unique reference number	EY415931
Local authority	Croydon
Inspection number	10148633
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	9
Number of children on roll	8
Date of previous inspection	29 November 2013

Information about this early years setting

The childminder registered in 2010 and lives in Croydon, Surrey. She offers care each Monday to Thursday, from 7.30am to 6.30pm, throughout the year. The childminder works from her home with her daughter, who is also a registered childminder. Together, they work with two assistants, one of whom is her husband, at different times throughout the week. The childminder has a foundation degree in early years studies. She is in receipt of funding for the provision of free early education to children aged three and four years.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The childminder and the inspector looked around the premises together. The childminder explained how she uses the different areas for children's learning.
- The childminder showed the inspector records and documents and completed a joint evaluation of an activity with the inspector.
- The childminder's assistant and her co-childminder talked to the inspector about their roles and children's routines.
- Parents shared their views with the inspector through discussions and written feedback about the quality of provision.
- Children told the inspector about their experiences and favourite activities.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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